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ABSTRACT

This paper reviews the work of Ira Gordon in parent education from 1966 to 1978, presenting societal trends and the ways in which these trends were reflected in both his research and in his parent education programs. Gordon's work in the area of child and family services is traced through six programs in terms of societal perceptions of families through the years, curriculum changes in activities brought into homes, and the changing roles of parents in the education of their children. For each trend, the original project formulation is provided, followed by a discussion of the changes which were made with each new program or research project and subsequent results. The programs focus on the: (1) Parent Education Project; (2) Early Child Stimulation Through Parent Education Project; (3) Home Learning Center Project; (4) Instructional Strategies Infant Stimulation Project; (5) Parent Education Head Start Planned Variation Program; and (6) Parent Education Follow Through Program. (NRB)

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Tracing Trends in Child and Family Services: Ira Gordon's Programs

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Running head: Tracing Trends

Abstract

Ira Gordon's work in the area of child and family services is traced for six of his programs according to three main themes: societal perceptions of families through the years; curriculum changes in activities brought into homes; and the changing roles of parents in the education of their children. Gordon's programs, some being initiated as early as 1966, focused upon parents, infants, toddlers, and school-age children and utilized home visitations as a major intervention strategy. Evidence of successes reported for these programs have shown the impact of his interventions upon children as well as their families, school, and community.

Tracing Trends in Child and Family Services: Ira Gordon's Programs

Ira J. Gordon was one of the pioneers in the field of parent education, and until his death in 1978, continued to be one of the leaders in the area. During his 12 years of work in parent education (1966-1978), there were many changes or trends occurring in society and these changes were reflected in both his research and in his parent education programs. In this presentation, three of these trends will be discussed. For each trend, the original formulation will be given and then the changes which were made with each new program or research project will be presented. After each program description, the results will be given. Throughout the paper, there will be discussions of the relationship between the changes occurring in society and those occurring in Ira Gordon's parent education work.

The first theme which will be traced concerns the way in which families were perceived. In the middle 60s, most parent education programs, as well as most social service programs, perceived the family as a client and themselves as the helping agent. In Ira Gordon's work, dramatic changes in the way the family was perceived occurred during

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the next 12 years and, shortly before his death, Ira Gordon described his recent programs as Community Impact Programs. In this latter type of program, every group or agency (parents, school, community, etc.) was perceived as influencing every other group and consequently, the program focused on multiple groups. That is, parents contributed their expertise and skills to the schools and the community as well as receiving ideas and assistance from them.

Home learning activities have been a basic component of every parent education research project and program directed by Ira Gordon. These activities are designed for the parent and child to do together utilizing materials found in the home. Over the years, the emphasis of the home learning activities changed. In the early projects, activities were developed which related to specific skills in the child. The content of the activity or the outcome in terms of child performance was the focus. In later projects, very little emphasis was given to the content of the activity while much greater attention was given to the teaching behaviors utilized by the parent while interacting with the child. His shift from a focus on content to a focus on process will be traced through the various Gordon parent education programs.

The final theme which will be traced concerns the conceptualization of the roles parents themselves play in a parent education program. There were two types of changes which occurred over the years in relation to parental roles. First, the number of roles increased, and second, the relationship among these roles changed. That is, in early projects, parental roles were portrayed as a ladder with some roles perceived as "better" than others; while in later projects, all roles

were seen as being necessary and as equally important to the overall project.

Ira J. Gordon's Parent Education Programs

Six of Ira Gordon's parent education programs will be described to demonstrate the three trends just described. Two of these programs focused on parents with infants, three focused on families with toddlers and preschoolers while the sixth one involved families with school-age children. These projects will be traced in a chronological order with a focus upon the three major themes discussed earlier.

The Parent Education Project (PEP)

The first small-scale research effort which Ira Gordon conducted was in the area of helping low-income mothers to become more proficient teachers of their own children, particularly infants. The Parent Education Project (PEP) operating in 1966-1967 in northern Florida, was designed to improve the intellectual functioning of infants, ages 0 to 1 year. The sample included 150 families in the experimental group and 60 families in the control group (Gordon, Note 1). The method used was to employ parents as paraprofessional parent educators to make home visits and demonstrate Home Learning Activities (HLAs) to the mothers who would then use them with their infants. In the PEP, a deficit model was used. That is, it was assumed that low-income parents lacked the skills necessary to be effective teachers of their own children and that by intervening

with techniques designed to teach parents these skills, the situation could be improved. The emphasis of the HLAs was placed upon teaching the child a specific skill. Also evident in the PEP, was the emergence of the idea that parents play certain roles in the education of their children, the first one being that of teacher of own child; the second being that of paraprofessional. This trend of the recognition of various roles of parent involvement will be viewed in progression as other Ira J. Gordon programs are discussed. It might also be noted that at this time in society, the family was perceived in terms of being a client (or recipient) of services from external agents. Therefore, the thrust of many educational programs such as the PEP, was toward offering services to the family from a one-directional standpoint, perhaps without recognizing the importance of other interactional forces that existed.

Results of this program indicated the effectiveness of the use of paraprofessionals who were representative of the population that was served. The materials that were developed in this project appeared to be successful in enhancing the cognitive and language performance of the infants at age one (Gordon, Note 2). The infants whose mothers were involved in the program were superior to control children on the Griffith Mental Development Scales. In addition, enhanced self concepts were reported for the mothers participating in the project.

The Early Child Stimulation Through Parent Education Project (ECSPEP)

Following PEP, the next project to be initiated by Gordon was

The Early Child Stimulation Through Parent Education Project (ECSPEP). This program operated from 1967 to 1969 and followed the same group of infants as the PEP, from 12 months to 24 months of age. The ECSPEP had the same goals and embraced the same components as the PEP: home visitations were made by parent paraprofessionals; HLAs were demonstrated to the mothers; the mothers taught the HLAs to the toddlers; parents as teachers of their own children continued to be a major focus. However, a change in the content orientation of the HLAs did occur. The paraprofessional home visitors were asked to develop their own sets of HLAs rather than to rely solely on the previously designed Piagetian - based set of HLAs. Some of the ECSPEP families received the former type of HLAs and some received the latter type. This was done to test the effectiveness of a language-based curriculum versus a nontheoretical curriculum. Two societal factors can be seen as having an influence on educational practices at this time. First, the mother was perceived as the primary or fundamental caregiver of the child, and as such, the parent who was the principal target of many family services. Secondly, an unstated objective of the ECSPEP was to continue the demonstration of the use of paraprofessional Parent Educators as a model for the successful employment of disadvantaged women (Gordon, Note 3). This of course reflects the beginning of the widespread trend in American society for mothers to become employed outside of the home.

Since the major objective of the ECSPEP was the continued investigation of the parent education model as a viable approach to early intervention and the provision of services to children and families,

the evaluation covered a variety of program participants including mothers and children. It was found that children who participated in both PEP and ECSPEP or in ECSPEP only were superior to the control children on measures of intelligence and cognitive ability. The Bayley Scales were used as measures of cognitive ability at age two. Additionally, a movement toward positive self-concept and internal locus of control was reported for mothers in the ECSPEP (Gordon, 1969). Individual differences were found in the child-rearing practices and home environments of the participating families linking the amount of verbal interaction within the home to the mother's locus of control and to child performance (Gordon, Note 3). Results also indicated that the non-theoretical curriculum activities developed by the para-professionals and the theoretical language-based curriculum activities designed by the developers of the project were of equal value. These results supported the viability of a family and child service program using paraprofessionals as teachers of mothers in their own homes (Gordon, Note 3).

The Home Learning Center Project (HLC)

A continuation of the first two programs described above (PEP and ECSPEP) is to be found in The Home Learning Center Project (HLC) which was in operation from 1969-1971. The same group of parents and children were included and were followed from age 24 months to 36 months. In an effort to evaluate the effects of beginning the program at age two, some additional children who had not participated in previous studies

were included. In the PEP and the ECSPEP, the intervention strategy was limited to home visits. In the HLC, the program was extended to include group experiences for the children. This marked a shift from concentrating on individual children in their own familiar home settings, to a more socialized approach outside of the family environment, into the neighborhood. Groups of five children gathered in the HLC, which was the home of one of the parents, for two periods of two hours each week. The mother whose home was used as the HLC, served as the employed aide to the director, who was the paraprofessional parent educator. In this case, the mother continued to play the role of teacher of her own child but at the same time, began to be viewed as being competent enough to interact with and teach other children. Thus, we see a definite departure from the deficit model approach mentioned earlier in the PEP. Another change which the HLC provided for was the emphasis on the delivery of services to groups of families in a community setting rather than to families as isolated units.

The objectives of the HLC program were similar to the two intervention programs described above. The overall aim was to investigate the effectiveness and practicability of a predominantly home-centered family services technique for cognitive language and personality development of mother and child, based upon the use of paraprofessional educators, themselves members of the population served (Guinagh, Olmsted & Gordon, Note 4).

Children, at age three, were administered the Stanford Binet Intelligence Test. The results indicated that children participating

in the parent education programs for 3 years, 2 years, and 1 year, had higher intelligence test scores than the control children. Positive changes were also reported in parental attitudes and in the home environment. Increased verbal interaction, press for language, press for reading, and increase in written materials in the home provided evidence of enhancement of the educational environment of the home. Relationships between maternal attitude variables and child intellectual performance were studied and empirically verified.

The mothers and children included in the PEP, ECSPEP, and HLC projects were tested again when the child was six, 3 years after the intervention ceased. The results of this later testing were significant and it was concluded by Gordon and Guinagh (Note 5) that the HLC program had a lasting effect on intellectual ability of participating children. The effects discovered in the mother's attitudes and self-concepts were also maintained 3 years later.

Other longitudinal follow-up studies completed when the children were 9 and 10 years old indicated that: (1) fewer program children, as compared to control children, entered special education programs; (2) significant differences favored the program children on standardized achievement tests; and (3) there was a lasting program impact on children's performance on intelligence tests. Gordon and Guinagh (Note 6) reported that families and children served by the program provided more intellectually supportive home environments than the control families.

The Instructional Strategies Infant Stimulation Project (ISIS)

Designed in 1970 to work with children 3 months to 12 months of age, this project had as its major focus the examination of the questions of whether or not there was a difference if home visitations were made by professionals or paraprofessionals. The sample in this study was composed of 128 experimental families and 30 control families (Gordon, Note 1). Another question studied was: Are there significant differential effects of maternal teaching behaviors with boys as opposed to girls? This particular aspect points to the progression from the concern with content-oriented HLAs to process-oriented HLAs. That is, looking at how the task or activity was taught by the mother came under closer observation than what specific child skills were involved in the task. A third area that was explored involved the outcome of working directly with the children. As in the first three projects, but figuring more prominently than ever, the two roles of the parent in ISIS continued to be that of teacher of own child and paraprofessional. An additional element of observation was added to the ISIS program. Videotaping was conducted for every sixth weekly home visit. These tapes were used in later research studies involving parent-infant attachment and reinforcement patterns.

No differences in child outcomes were found relating to the level of education of the parent educator, but, some sex by level of education interactions were revealed. It was found that professional home visitors were more effective with female than with male infants, while paraprofessional home visitors were equally effective when providing

services to infants of either sex.

Investigation of the relationship between the teaching behavior of mothers and subsequent child intellectual performance was conducted by coding videotapes of parent-infant interaction. The findings suggested that certain mother-child interactions were related to child intelligence scores. According to Gordon and Jester (1972), short, quick, give-and-take interactions between mothers and babies as young as 9 months of age influence mental test performance at one year.

In general, there appeared to be no difference in the measure of child intelligence or cognitive functioning as a result of using professional versus paraprofessional parent educators or mother instruction versus infant instruction. Again, it was empirically verified that the behavior of the mothers has a distinct relationship to the intelligence test performance of their infants.

The Parent Education Head Start Planned Variation Program (PEHSPVP)

Initiated in 1969 (1 year after the Parent Education Follow Through Program which is discussed next) and in operation until 1972, the Parent Education Head Start Planned Variation Program (PEHSPVP) was Ira Gordon's first large-scale service intervention program at the preschool level, a drastic change from his small-scale programs already discussed. PEHSPVP operated in four communities: Jonesboro, Arkansas; Jacksonville, Florida; Chattanooga, Tennessee; and Houston, Texas. Perhaps the most extreme change to be noted in the PEHSPVP is in the increase of parental involvement. Paraprofessionals, in addition to making home visits, now spent half of their

time in the Head Start Center working with the children. Parents were also encouraged to increase their involvement by becoming classroom volunteers and by participating in the Policy Advisory Committees (PACs). The five hierarchical levels of progression for parental involvement were: (1) audience or bystander-observer; (2) teacher of own child; (3) volunteer in the classroom; (4) trained worker or paraprofessional and (5) participant in decision making. Another trend in the PEHSPVP, showing further development from the ISIS program, was the general move from a focus on content to a focus on process in the delivery of the HLAs during the home visit. This move helped to facilitate the parental teaching procedure and placed an even greater emphasis on the process of teaching rather than on the material. This trend served as an interim step to the development of the Desirable Teaching Behaviors (DTBs) which became a major feature of the Parent Education Follow Through Program, the final Gordon program to be discussed. One goal of the PEHSPVP was to implement the program in both the home and the school so that each would benefit. Efforts were aimed at: (1) the family, by educating and involving parents (2) the school, by attempting to modify teachers and the school system, and (3) the affective and cognitive development of the child.

A reanalysis of the original data collected on the Head Start Planned Variation Program conducted by Smith (Note 7) included scores on the Caldwell Preschool Inventory, the Stanford-Binet Intelligence Test, the Motor Inhibition Test and several other measures of cognitive ability. Results across the five outcome measures indicated that the Parent Education Head Start Planned Variation approach proved average

in effects when compared to the other Head Start Planned Variation Models (Smith, Note 7). This conclusion appeared, however, to be true for many of the intervention models represented. When these results are viewed in conjunction with those obtained in the national evaluation of Head Start (Cicirelli & Granger, Note 8), the conclusion remains about the same. In summary, one can conclude that the Parent Education Head Start Program did about as well as the other preschool intervention models included in Head Start.

The evaluation conducted by the Parent Education Head Start Planned Variation Program staff produced several positive results. Children participating in the program appeared to show gains on the Caldwell Preschool Inventory beyond those of a comparison group (Garber, Note 9). Overall, the evaluation effort demonstrated some positive program effects on the participating parents and children.

Results of a study by Ware and Garber (1972) using children enrolled in Parent Education Head Start Planned Variation classes, investigating the relationship between the home environment and child achievement, suggested a relationship between the child's achievement in school and the quality of his or her home environment.

Parent Education Follow Through Program (PEFTP)

This last program of Ira Gordon's was begun in 1968 and is still in operation. It is basically similar to the PEHSPVP but much more sophisticated and comprehensive. Parent Education Follow Through Program (PEFTP) serves approximately 8,000 children (grades K-3) and their

families across the nation in ten communities, both rural and urban. In 1977, Ira Gordon became Dean of the School of Education at the University of North Carolina at Chapel Hill and the PEFTP program moved with him. The program continues to be located at that site. The ethnic background of the families served includes Mexican-American, White, Black, and Native Americans. In the program, society is viewed from an interactional perspective with the family impacting upon the school and community as well as on the larger social, economic, political, and educational systems, with these systems in turn impacting upon the family. Although the major focus of the PEFTP is upon the parent and the home learning environment, the ultimate aim is for parents and teachers to become partners in the education of their children. As mentioned earlier, a set of Desirable Teaching Behaviors was developed to help parents focus on the process of teaching their children rather than on the content of what was taught, thus enhancing the parent-teacher partnership (see Figure 1).

Also, several changes in parental roles are in evidence. Parents now actively assist in creating new sets of HLAs which are adapted to individual and cultural needs of the children and families. In addition to the five parental roles described earlier, a sixth role has been added, that of adult learner. This role opens up a vast new area of services which are available to families, particularly parents. Provisions are made for parents to attend classes and participate in various career development opportunities. Finally, the progression of parental roles has now shifted from an hierarchical set of levels

to a wheel of roles, with all spokes having equal importance (see Figure 2). Briefly, in addition to the role of adult learner, the other five parental roles include: the parent as an audience or recipient of information in the home, school, and community situation; the parent as a classroom volunteer which helps to make the parent aware of the school environment as well as helping the school to perform a more efficient job of educating its students; the parent as teacher of his/her own child through the use of HLAs and DTBs; the parent as a paid paraprofessional home visitor or employee of the program; and finally the parent as a decision maker in the governance activities of the Policy Advisory Committee (PAC). The objective in the PEFTP is to view the entire family from a holistic point of reference without isolating it from its own surroundings; recognizing that the family exists in the larger interactional context. With the advent of such realities as increased industrial and technological complexity, mass communication, rapid transportation, and the more transient nature of the population, there is an even greater need for families to function as adult learners and to become more informed consumers and advocates for themselves. In the PEFTP, the family now has more voice in what services it will be receiving and in the evaluation of those services. Also reflected in the PEFTP is the notion of the subtle role change of the father in American families. The father now makes a more significant contribution to the caregiving responsibilities of the children. Therefore, many services are now directed to both parents rather than primarily to the mother.

The program's comprehensive thrust for serving children and their families, as mentioned above requires multiple evaluation techniques to adequately and validly measure the evidence of success. The evidence presented in this paper was taken from evaluative research studies completed in the PEFTP Communities. Descriptive, inferential, and ethnographic case study data comprise the sources of evaluative information. Reports of the evidence of success have been reported for parents and children (Olmsted, Rubin, & Revicki, Note 10).

Data pertaining to parents are descriptive in nature and have been summarized in the areas of home visitation, PAC attendance, decisions made by parents at PAC meetings, parental volunteering, and engagement of parents in instructional activities during classroom volunteering.

The number of planned home visits in the program varies from family to family. Typically, one home visit is made each week for each child. During 1978-1979, 99% of the families, in one of the PEFTP communities, received at least 80% of the home visits that were scheduled. The percentages of parents attending Policy Advisory Committee (PAC) meetings and activities during the period from 1973-1974 to 1978-1979 have remained high with a greater percentage of attendance beginning in 1977-1978. During 1977-1978 and 1978-1979, 83% and 71% of the parents in the highest reporting community, respectively, attended at least one PAC meeting. This represents an increase from 1976-1977 in which 53% of the parents in the highest reporting community attended at least one PAC meeting. Similarly, during 1977-1978 and 1978-1979,

84% and 79% of the parents in the highest reporting community, respectively, attended at least one PAC activity in the highest reporting community when compared to 1976-1977 (62%).

Data concerning the number of decisions made at PAC meetings indicate that during 1975-1976, an average of 2.75 decisions were made with an increase to 11.23 decisions in 1978-1979. Both averages apply to the highest reporting community for the respective year. Examples of the decisions made at meetings address topics such as writing proposals, determining the criteria for the selection of paraprofessionals, and gathering information for presentation in Washington, D.C. to support the future funding of the program.

The last type of descriptive data relating to parents pertains to their classroom volunteering behavior. Parental volunteers engage in several activities including teaching, keeping records, evaluating and developing materials. High percentages have been reported during the past six years and those who have volunteered have engaged in instructional activities. In the highest reporting community during 1978-1979, 100% of the parent volunteers engaged in activities defined as instructional ones.

The effects of the program which relate to <u>child achievement</u> have been documented by Stebbins, St. Pierre, Proper, Anderson and Cerva (Note 11) at Abt Associates; House, Glass, McLean, and Walker (Note 12); and the University of North Carolina (the sponsor). According to Stebbins et al. (Note 11), the PEFTP ranks in the top four (of the 13 sponsors studied in their report) on the three outcome domains of basic skills, cognitive-conceptual skills, and affective outcomes. Data included in this

report were collected by Stanford Research Institute during 1971-1972 to 1974-1975. Results reported by House et al. (Note 12), in a re-analysis of the evaluation conducted by Stebbins et al. (Note 11) at Abt Associates, indicated favorable results with a ranking of the PEFTP in first position in Total Reading on the Metropolitan Achievement Test. With regard to the Total Math, Spelling, and Language scores, the PEFTP ranked five, three, and six, respectively. Sponsor accounts of child achievement data indicated that during 1973-1974 through 1978-1979, the statistical analyses performed on these data resulted in 38.6% of all the analyses favoring the PEFTP group, 20.5% of the analyses favoring the comparison groups, and 40.9% of the analyses indicating no significant differences (Olmsted, Rubin, & Revicki, Note 10).

Other related studies investigated the usage of desirable teaching behaviors in the home by parents and the diffusion of program effects, namely, the phenomenon by which members of the family other than the targeted child are affected by the program. Results indicated that PEFTP parents used significantly more desirable teaching behaviors (24) as compared to non-PEFTP parents (14.5) (F (1,63) = 6.35, $p < .05$). In addition, the number of desirable teaching behaviors used by parents correlated with Reading and Math on the Stanford Achievement Test (Reading: $r = .50$, $p < .001$; Math: $r = .35$, $p < .05$) (Olmsted, Note 13). Results from two studies which addressed the vertical diffusion of effects indicated that younger siblings of PEFTP children scored higher on the Preschool Inventory as compared to comparable children from non-PEFTP homes (Moreno, 1974; Ware, Organ, Olmsted, & Moreno, 1974).

Other positive findings have been reported in several areas of program impact and diffusion into the school and community. These results have been documented in seven ethnographic case studies conducted in the PEFTP sites (Gordon, Olmsted, Rubin, & True, 1980). Information from this qualitative evaluation showed the program's social, political, and economic effects in the areas of career development of parents, program development, cross-cultural communication, and comprehensive services.

Discussion

Definite changes are evident in several areas as one examines chronologically the parent education programs of Ira J. Gordon. Three of those areas of change are covered in this paper and will now be summarized.

The perception of the families involved in a parent education program changed over the years during which the Gordon programs were in operation. These changes are evident in both the American society and in Gordon's programs. In the earlier years, families were perceived as clients to be served by child and family service programs. In keeping with this perception, families were not involved in the design, operation, decision-making or evaluation of programs in which they are involved. It was assumed that the "professionals" knew what would be best for families served by the program. This perception of the family can clearly be seen in Gordon's earliest program (PEP). In the Follow Through program (PEFTP), still in operation, families

are viewed as integral in all aspects of the program. They have been actively involved in the design of the program and in changes in design which have occurred over the years. Parents assume an active role in decision-making and actual program operation; and finally, they assist with the evaluation of the program. The increased involvement of parents in all phases of the program over the years seems to have had very definite positive effects for not only the children and families, but also for the schools and community service agencies involved in the programs.

The conceptualization of parent roles in a program is, to a degree, related to the perception of the family, but involves more than that. In all six of the Gordon programs, parents were involved as teachers of their own children and as paraprofessional employees. In the later programs, however, not only were new parental roles included, but the relationships among these various roles changed. The latter change was a more basic one because it involved revising the value system applied to the various parent roles in the program. All roles were considered to be equally necessary for effective program operation and it was anticipated that many parents would be involved in a variety of roles at different times during the affiliation with the program. For further information concerning the conceptualization of parent roles, the reader is referred to the article , How Has Follow Through Promoted Parent Involvement? (Gordon, Olmsted, Rubin, & True, 1979) and the monograph entitled, Parent Education: The Contributions of Ira J. Gordon (Olmsted, Rubin, True, & Revicki, 1980).

The movement from a focus on content to a focus on teaching behaviors which occurred over the years in the Gordon programs, parallels changes in the general field of education. During the last 10 or 15 years, there has been an increasing amount of attention given to teaching behaviors in the classroom; that is, the actual interactions occurring among teachers and learners. In fact, this classroom research was one source from which were drawn particular teaching behaviors to be stressed in the later Gordon programs. After these specific teaching behaviors (DTBs) had been studied as part of the PEFTP program, there is evidence that they are being given renewed attention again in the field of teacher education (Spiegel, 1980). This ongoing give-and-take relationship among social services, education, and research is exciting and is integral to the progress in each of the fields.

Ira Gordon was acutely aware of changes happening in various areas of American society and of the implications of these changes for his research and service programs to incorporate these changes and the research results that he learned about in previous similar programs.

Through his work, Ira Gordon has shown that parents do want to be actively involved in the education of their children, and that there are practicable ways of improving communications among homes, community service agencies, and schools. There are ways to overcome the problems and improve the relationships among the various environments in which children and families exist. Ira Gordon was a brilliant, perceptive researcher and there is much which can be learned by examining his parent programs.

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Figure Captions

Figure 1. Desirable Teaching Behaviors.

Figure 2. Parent Roles in Parent Involvement.

Fig 1

1. Before starting an activity, explain what you are going to do.
2. Before starting an activity, give the learner time to familiarize himself or herself with the materials.
3. Ask questions which have more than one correct answer.
4. Ask questions which require multiple-word answers.
5. Encourage the learner to enlarge upon his or her answer.
6. Get the learner to ask questions.
7. Give the learner time to think about the problem; don't be too quick to help.
8. Get the learner to make judgements on the basis of evidence rather than by guessing.
9. Praise the learner when he or she does well or takes small steps in the right direction.
10. Let the learner know when his or her answer or work is wrong, but do so in a positive or neutral manner.

Parent Education Follow Through Program
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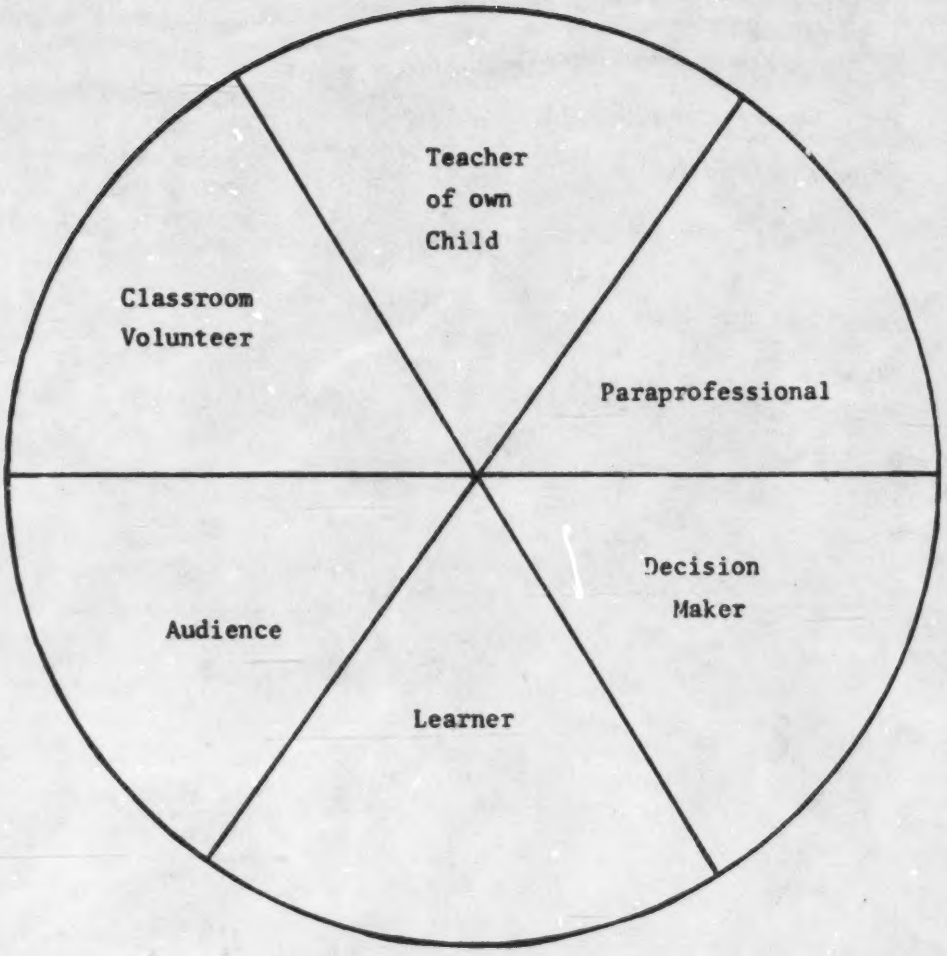
Fig. 2



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